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ABSTRACT

This paper examines the historical supply and demand trends of elementary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1977 to 1987. This report projects supply and demand trends for elementary school administrators for the next 15 years from 1988 to 2002. The study is divided into three phases. Phase I findings describe supply and demand findings for administrators, principals, and assistant principals in South Carolina from 1978 to 1987. Phase II findings describe findings for 1988 to 2002. Phase III findings summarize the qualitative data of elementary principals, elementary assistant principals, and elementary teachers in 1987-88, as well as a summary of projected supply and demand for elementary principals and assistant principals as derived from a questionnaire. Overall findings indicate that the supply population of educators certified as public elementary school principals is projected to decline. The supply population will continue to be large enough to fill available demands. Recommendations are provided. (SI)

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AN OVERVIEW

SUPPLY AND DEMAND TRENDS FOR ELEMENTARY SCHOOL ADMINISTRATORS IN SOUTH CAROLINA FROM 1977 THROUGH 2002

BY

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Purpose of the Study

The purpose of this study was to examine the historical supply and demand trends of elementary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1977 through to 1987. Another purpose was to project supply and demand trends for elementary school administrators for the next fifteen years from 1988 to 2002. Specifically, three major questions were investigated:

1. What were the supply and demand trends for elementary school principals and assistant principals for each year from 1978 through 1978?

2. What were the basic demographic characteristics (age, sex, race, and educational level) of professional educators with certification as elementary school principals from 1977 through 1987 which might impact on future trends of supply and demand?

3. What would be the supply and demand trends for elementary school principals and assistant principals for the years 1988 through 2002?

Organization of the Study

This study required that the research procedures be divided into three phases. Phase I was ahistorical examination of supply and demand trends of elementary school administrators serving students from urban, rural, and mixed school attendance areas from 1977 through 1987. Phase II was a projection of supply and demand trends for elementary school administrators for the years 1988 through 2002, using the historical data of Phase I as the baseline. Phase III was another projection of supply and demand trends for elementary school administrators derived from questionnaire results.

Data from several sources were gathered for Phase III that might impact on future supply and demand trends of elementary school administrators. Data sources included elementary school principals, assistant principals, and teachers who were certified as elementary school administrators during the 1987-88 school year. Information from school district superintendents and South Carolina colleges and universities were also used in Phase III.

The purpose of gathering Phase III data was to obtain as much current information about factors which might impact on historical supply and demand trends for elementary school administrators. Such data could lead to refinement of the supply and demand projections made in Phase II using historical trends alone. Phase III data were used to obtain another set of supply and demand projections. A comparison of Phase I, Phase II, and Phase III data should provide a more realistic understanding of future supply and demand trends for South Carolina elementary school administrators.

Major Findings of Phase I

Supply Findings of Elementary School Administrators in South Carolina from 1978 to 1987.

* The supply population of individuals certified as elementary school principals increased overall from 1978 (2532 persons) to 1987 (2775 persons). The supply population peaked in 1982 (2956 persons), but has declined steadily in total number since then (2775 persons) in 1987. The percent increase for the ten year period was approximately 10 percent. But since 1982 the decline of the supply population of elementary school principals has equaled approximately six percent.

* The supply population of individuals certified as elementary school principals has aged (from 42 mean years and 41 median years of age in 1978, to 44 mean years and 43 median years of age by 1987).

* The majority of the supply population of individuals certified as elementary school principals were white and black males. The percent of white and black male educators certified as elementary principals declined during this period, while the percent of white and black females increased. Males were the majority in the supply population, while minorities were under represented.

* The educational level of the supply population of individuals certified as elementary school principals rose during the ten year period. Compared with 1978 percentages, the supply population had greater percentages with six-year certificates and doctoral degrees in 1987. In 1978, only 19 percent of the supply population

had six-year certificates, while 3 percent had doctorate degrees. In 1987, 3 percent of the supply population had six-year certificates and 7 percent had doctorate degrees.

Demand Findings for Elementary Principals in South Carolina from 1978 to 1987.

* The total number of elementary principals declined in urban, rural, and mixed school attendance areas for the ten year period from 1978 to 1987.

* Elementary principals aged in urban, rural, and mixed school attendance areas. The average age of the elementary principals was 45 years in 1978 and was 46 years in 1987.

* The majority of elementary principals in all school attendance areas were generally males; however, the trend was for an increase in the number of females.

* The race of the majority of elementary principals in all school attendance areas was white, followed by black. The percentage of black principals increased from 18 percent in 1978 to 26 percent in 1987.

* The educational level of elementary principals has generally increased over the ten year period. the trend has been for fewer principals with only master's degrees, and more elementary principals with six-year certificates and doctoral degrees in all attendance areas.

Demand Findings for Elementary Assistant Principals in South Carolina from 1978 to 1987.

* The total number of elementary assistant principals increased in urban, rural, and mixed school attendance areas during the ten year period.

* Elementary assistant principals aged from 1978 to 1987 in urban, rural, and mixed school attendance areas. Assistant principals in urban and mixed areas tended to be older, while assistant principals in rural school attendance areas tended to be the youngest.

* The race of the majority of assistant principals was white.

* The sex of the majority of assistant principals was female.

* The percent of male assistant principals has declined for the ten year period. Males represented 68 percent of the total population in 1978, but declined to 38 percent of the population by 1987. Blacks have declined from 31 percent of the population in 1978, to 22 percent by 1987. Overall, the majority of assistant principals were females.

* The educational level of elementary assistant principals has generally increased. In 1987, the trend was for fewer assistant principals with master's degrees and more assistant principals with six-year certificates and doctoral degrees, as compared to the educational level of assistant principals in 1978.

Major Findings of Phase II

Projected Supply and Demand Findings of Elementary School Administrators in South Carolina from 1988 to 2002.

* The supply population for educators certificated as elementary principals will continue to decrease for the next fifteen years. The total decrease in the supply population will equal approximately seven percent over the 15 year period.

* The total number of elementary principal positions and elementary principals needed in all school attendance areas will gradually decline for the next 15 years.

* The number of elementary assistant principal positions and elementary assistant principals needed in all school attendance areas will gradually increase from 1988 to 2002.

* The demand for elementary principals and assistant principals will be the greatest in mixed school attendance areas. The demand for mixed assistant principals will equal 25.6 percent, while mixed elementary principals will have a percent demand equal to 15.1.

* The second largest demand for elementary principals and assistant principals will be in urban and rural school attendance areas. The

percent demand for elementary principals in both of these attendance areas will equal 14, while assistant principals will equal 24.5 percent demand.

Major Findings of Phase III

Summary of Qualitative Data of Elementary Principals in 1987-88.

* Elementary principals in all school attendance areas had a median age of 43 years.

* Elementary principals in the sample were mostly white males (47.7 percent), white females (25.4 percent), black males (17.3 percent), and black females (9.6 percent).

* The most common educational level among elementary principals during 1987-88 was the master's (38.3 percent), followed by the master's + 30 certificate (35.5 percent), and educational specialist degree (17.6 percent). The doctorate (8.6 percent) was the least common degree held by elementary principals in the sample.

* The majority of elementary principals obtained the principal certificate by completing an administrative degree (59 percent), while a minority (41 percent) of elementary principals completed the course by course approach as approved by the South Carolina Department of Education.

* Most elementary principals received educational administration degrees since 1975 from an in-state college or university. The elementary principals received educational administration degrees from USC (33.9 percent), Clemson University (13.0 percent), The Citadel (12.3 percent), or Winthrop College (11.1 percent).

* The average elementary principal had a total of 6.94 years in his present position, 20.03 years of public education experience, and 18.84 years of experience in South Carolina public schools.

* Most elementary principals planned to leave the principalship in an average of 7.07 years for retirement (63.9 percent), or stress/demands (13.3 percent) reasons.

* Eighty-one elementary school principals, considered career employment outside of the K-12 public school setting.

* The majority of elementary principals (88.5 percent) were not eligible to retire, but planned to retire (81.6 percent) when eligible in an average of 11.02 years.

* The most significant reasons for elementary principals to remain in the principalship were because they have job satisfaction, make more money, and they enjoy working with children.

* The three primary factors for elementary principals to leave the principalship were paperwork/documentation, stress/burnout, and more State Department of Education mandates.

Summary of Qualitative Data of Elementary Assistant Principals in 1987-88.

* All elementary assistant principals had a median age of 41 years and a mean age of 41.74 years. Assistant principals had a mean age of 41.12, 41.90, and 42.44 years in urban, rural and mixed school attendance areas, respectively. The median age for assistant principals in urban, rural, and mixed school attendance areas was 41, 39, and 42 years, respectively.

* The race and sex of elementary assistant principals were white females (43.2 percent), white males (29.8 percent), black females (16.9 percent), and black males (10.1 percent).

* The educational level of elementary assistant principals in 1987-88 was mostly master's degrees (42.8 percent), master's + 30 certificates (41.4 percent), educational specialist (10.3 percent), and doctorate degrees (5.5 percent).

* The majority of elementary assistant principals obtained the principal certificate by completing the course by course approach as approved by the State Department of Education (51.7 percent), while a minority of assistant principals completed educational degrees (48.3 percent).

* Most elementary assistant principals received an educational administration degree since 1975, from an in-state college or university. Generally, assistant principals received their degrees from USC (28.8 percent), the Citadel

(17.8 percent), Winthrop College (9.5 percent), and South Carolina State (8.2 percent).

* The average elementary assistant principal had a total of 4.67 years in the same position, 18.16 years of public education experience, and 16.72 years of experience in South Carolina public schools.

* An average of 67.6 percent of assistant principals aspired to become elementary principals in an average of 1.69 years, while only 32.4 percent did not want to become elementary principals.

* Most elementary assistant principals planned to leave the assistant principalship in an average of 2.43 years for a principalship (49.6 percent) or retirement (18.8 percent) reasons.

* The majority of elementary assistant principals desired not to seek a career change from the K-12 public education system.

* The majority of assistant principals were not eligible for retirement (92.6 percent), but planned to retire (73.3 percent) when eligible in an average of 11.89 years.

* Three factors given by elementary assistant principals for remaining in the assistant principalship were more money, they have job satisfaction, and they work with cooperative colleagues.

* Elementary assistant principals would leave the assistant principalship for reasons related to getting a principalship, making more money and if they got a job out of education.

Summary of Qualitative Data of Elementary Teachers in 1987-88.

* Elementary teachers had a median age of 40 years and a mean of 41.78 years.

* Elementary teachers were white females (54.6 percent), white males (25.9 percent), black females (15.1 percent), and black males (4.4 percent).

* Elementary teachers had master's degrees (68.6 percent), master's + 30 certificates (25.6 percent) followed by educational specialist degrees (5.3 percent), and doctoral degrees (0.5 percent).

* The majority of elementary teachers obtained the principal certificate by the course by course approach (55.2 percent), while a minority (44.8 percent) of teachers completed educational degrees.

* Most elementary teachers received an educactional administration degrees since 1970 from an in-state college or university. Generally, elementary teachers received degrees from USC (38.5 percent), Clemson (14.7 percent), The Citadel (13.5 percent), and Winthrop College (11.5 percent).

* The average elementary teacher had a total of 11.41 years in the same position, 17.62 years of public education experience, and 15.97 years of experience in South Carolina public schools.

* Of the elementary teachers sampled in this study, the majority (56.3 percent) did not aspire to become assistant principals or elementary principals (62.6 percent).

* Most elementary teachers planned to leave the classroom in an average of 4.63 years for retirement (49.7 percent) and promotion or personal reasons (9.8 percent).

* The majority of elementary teachers were not eligible for retirement (92.7 percent), but planned to retire (81.5 percent) when eligible in an average of 12.18 years.

* Three factors given by elementary teachers for remaining in the classroom were pay, have job satisfaction, they enjoy children.

* Elementary teachers would leave the classroom for reasons related to poor health, increased workload, or increased paperwork and poor discipline in the school.

Projected Supply and Demand Summary for Elementary Principals and Assistant Principals as Derived from the Questionnaires.

* The supply of master's degree graduates of educational administration programs is projected to gradually decline from 1988 to 2002.

* The total number of elementary principal positions and elementary principals needed will gradually decline for the next fifteen years.

* The number of elementary assistant principal positions and elementary assistant principals needed will gradually increase from 1988 to 2002.

* The additional demand projections made in Phase III for elementary principals and assistant principals will be greatest in urban school attendance areas, followed by rural areas. Mixed attendance areas will have the smallest demand for elementary principals and assistant principals.

Overall Conclusions of the Study

* The actual supply population of educators certificated as elementary principals from 1988 to 2002 will likely be substantially less than the projected data of Phase II.

* The demand for elementary school administrators will be somewhere between the projected demand found in Phase III and that projected in Phase II.

Using the best information available at this time, the supply population of educators certificated as public elementary school principals is projected to decline. The supply population will continue to be large enough to fill available demands for the next fifteen years for elementary school administrators in South Carolina. Therefore, the supply of elementary school administrators will exceed the demand for elementary school administrative positions during the period from 1988 to 2002 in South Carolina.

Recommendations of the Study

After careful review of this comprehensive study of supply and demand trends for South Carolina public elementary school administrators in urban, rural, and mixed school attendance areas from 1978 through 2002, the following recommendations are made:

* This study should be repeated every five to ten years to update the information and to determine the accuracy of supply and demand trends projected for the years 1988 through 2002 in this study. As historical supply and demand data become available with the passing of each school year, this information should be added to the historical data of Phase I (1978 to 1987) so that the baseline data can be enlarged.

* Continued efforts must be made to recruit the state's brightest and most talented high school students into the teaching profession. The leaders of the schools will emerge from this pool of educators.

* South Carolina's colleges and universities must continue to recruit candidates into their school administration degree programs. This may be an easier task than it appears since this is the only option left for educators to obtain educational administration certification. The University of South Carolina has been the leader in this area in the past. The Department of Educatioinal Leadership and Policies of that institution should continue to intensify its efforts to increase enrollments in all of the educational administration programs offered.

* Efforts must be intensified to recruit more blacks into the teaching profession. The role models of minority teachers and administrators, which will be needed in the future, must be sought through programs such as the Minority Administrator Program (MAP) of the University of South Carolina and the Principal Apprenticeship Program (PAP) of the State Department of Education.

* All educational agencies should be mobilized to work toward the common goal of recruiting top candidates for public school teaching, and ultimately public school administrative positions.

* Continued efforts must be maintained to improve the salaries of public school teachers and administrators to compensate them for the duties they perform.

* Maintaining the principal's salary as the highest in a school must continue. This is a major incentive in retaining current principals in their positions.

* A review of the effect the new requirement of requiring an educational administration degree for administrative certification should be conducted on an annual basis for the next five years to determine if the number of persons enrolling in these programs are sufficient to meet the needs of the schools.

* To help determine the movement of elementary school principals in and out of the principalship from one year to another, an additional question should be added to the Basic Educational Data System (BEDS) form which asks the number of years the principal has been in that current position. This would help to identify the number of positions which "turn over" each year.

* A follow-up study should be conducted in five years to determine if the concerns expressed have materialized. Additional factors imposed by federal or state agencies which significantly impact on the situation in the meantime might be reasons to conduct a follow-up study sooner than five years.